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ABSTRACT

This position paper re-examines social studies in the Oklahoma schools identifying areas of weaknesses in many existing programs of social studies education for secondary teachers and suggesting improvements. Five hundred public schools of the state were surveyed in order to assess the status of social studies offerings. Although the teacher education graduate is better prepared today than in past years, many teacher graduates still do not receive adequate preparation. The good ideas that already exist need to be implemented rather than revamping the program. Several changes can produce quality social studies education. For example, 1) advanced courses can concentrate on the varied needs of students in the various social science disciplines, rather than focusing on the field of history as they now do; 2) recent findings of educational research involving techniques and curriculum can be applied in professional education classes; and 3) administrators can review teacher background in order to assign them to areas where they are qualified to teach. The overall status of social studies in the state is perceived as being slightly below the national average. Following the paper are data on general core of offerings, status of the social studies in Oklahoma, hours required for certificate, subjects offered in the junior and senior high school during 1970-71, number and enrollments in public and non-public schools, and other information. (SJM)

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# SOCIAL STUDIES EDUCATION IN OKLAHOMA:

# A POSITION PAPER

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# SOCIAL STUDIES EDUCATION IN OKLAHOMA:

# A POSITION PAPER

SPECIALIST IN SOCIAL STUDIES

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STATE OF OKLAHOMA

DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT

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To gain a better insight in the needs of the students, teachers and social studies educators across the State of Oklahoma and to provide more valid input into this position paper, a questionnaire was developed and mailed to social studies teachers and social studies educators. They are too numerous to mention, but special thanks should be extended to those who responded.

# SOCIAL STUDIES EDUCATION IN OKLAHOMA: A POSITION PAPER

Social studies has never had a really firm precise meaning for many in Oklahoma. Nevertheless, in practice, the term is an apt term in that it indicates materials whose content is predominantly social. As much as any subject in the curriculum of Oklahoma, social studies needs a fundamental re-examination. In view of the rapid development of the social sciences in recent years, school courses in the subject should be thoroughly reappraised; standards of teacher preparation and quality of texts should be raised. There are many things which need to be done in social studies education. Much is being done, but there needs to be more progress than is presently being achieved. Subsequent papers may deal with the training of college teachers, elementary social studies teachers, or with making suggestions for certification practices.

The purpose of this paper is to identify areas of weakness in many existing programs of social studies education for secondary teachers and to suggest how improvement may be effected. It is the feeling of the author of this paper that many imperfections can be eliminated without any major revamping of the system.

This does not mean that social studies does not recognize the need for basic reform, for new systems -- indeed for <u>some</u> system -- but experience dictates that such change is evolutionary in nature and apt to be exceedingly slow. The profession cannot <u>wait</u> for such a vast body of established practice to change direction. Many things can be done now. It is important to identify what is working well and what is unacceptable. At the same time, more basic changes must receive support, such as the application of the systems approach to the education of social studies teachers.

In assessing what has worked well, it seems safe to make the following generalizations: (1) The social studies teaching major of today controls the broad objectives of the social studies much better than did his counterpart of a few years ago. In many cases, he enters college with a better high school background. There is greater liklihood that he has managed to acquire actual experiences through traveling and media devices. (2) He may have been exposed to some related theory, such as different theories of learning and its application to teaching. (3) He may have studied and practiced methods of social studies teaching. (4) He has had a greater chance of having a social studies teacher for his methods course. (5) He may have had training in the use of educational media aids. (6) He is far more conscious of the necessity of knowing how to present aspects of the social studies culture so that some understanding and appreciation of American economic and political value systems may result. In short, the graduating major is better prepared in many ways than he ever was; yet many young teacher graduates still do not receive such preparation as this unless they pursue it on their own initiative.

Too many areas remain in which change has been almost nonexistent. Since most programs could be improved by only minor alterations, it is difficult to explain why teacher education has remained substantially the same for such a long period of time.

Several major areas where change is still greatly needed are the following: Advanced courses, professional education courses, social studies methods course, and the school administrator and the social studies. These topics will be discussed in the following paragraphs.

## ADVANCED COURSES

The preparation of future teachers for the social studies area in Oklahoma schools is a matter of grave importance to our society. While it is undoubtedly true that all teachers are consciously aiming at improving the citizenship of

students, it is primarily in the social studies classroom that the central values in our national society are examined per se and subjected to intensive review and discussion. In addition, the current world situation makes the optimum development of the student's concept of the self, society, nation, and the world even more vital for the future of our nation. Technological advances in transportation and communications, the growth of suburban living, the increase in the mobility of our population, and our position of world leadership all dictate that the social, economic, historical, geographical, and moral concepts of the students of today and tomorrow will carry greater significance than ever before in our history.

The acceptance of the above challenge by the Oklahoma social studies teacher requires greater proficiency in social studies skills and better preparation than that which has been provided or required in the past. The teacher's success in achieving the aims of the social studies, regardless of teaching methods employed, will be dependent to a large degree upon the extent and depth of his knowledge in the field. Most advanced offerings in social studies throughout Oklahoma involve concentration in the field of history, often at the expense of other branches of study. We need answers to such questions as: How much history? What kind? When? Every teacher needs the humanistic contributions that good history makes to his development; but given the short span of time and priorities relating to the acquisition of specific skills, teacher preparation should be less onesided and geared more to the varied needs of the student. In upper levels of college, several options in addition to history should be available. Such areas as economics, geography, government, sociology, anthropology, culture, and interdisciplinary courses taught in the target area would do much to attract students.

There is little doubt that teaching candidates need different skills from those needed by social studies majors who do not become teachers. Writing curriculum guides, performance objectives for different levels or preparing audio-visual materials are three such examples. Yet many programs make little distinction in study for the two groups. A more systematic matching of course offerings to prospective teacher requirements is unquestionably needed.

## PROFESSIONAL EDUCATION COURSES

In spite of many improvements, there is still a great need for change. Considerable material is now available which applies recent findings of educational research to the classroom, but little of such material has found its way into professional education courses.

A few examples of such materials are as follows:

(1) Techniques of individualizing instruction.

Much has been learned in recent years about the relative importance and effects of various practices and procedures in the classroom. Such findings should be applied more extensively in college preparatory courses. Simulated teaching often presents a fine opportunity to demonstrate research results rapidly and effectively.

(2) Social studies curriculum projects.

Detailed knowledge of successful innovations in education practice; e.g., the work of Lawrence Senesh in economics, Hilda Taba in the social sciences, Developmental Economic Education Project (DEEP), Social Science Education Consortium, Fenton's Social Studies Curriculum Project. There are many others too numerous to mention. Most of these procedures are applicable to social studies teaching, and training materials are available in some cases commercially and in others from the project itself.

The usual objection to including new or additional material in professional courses is that programs are already crowded and can stand no more expansion. Space can easily be found, however, if a serious effort is made to eliminate needless duplication. The point is that the preparation of teachers demands that the application of research material be a priority item. Teacher trainers now have access to a great quantity of such material in a form that makes it especially adaptable to the education of social studies teachers.

## THE SOCIAL STUDIES METHODS COURSE

There is probably no component of the teacher education process that presents such dramatic potential for improvement as does the social studies methods course. It is sad that a great number of social studies methods courses somehow never get around to the business of actually helping a teacher candidate learn how to teach social studies. How many methods course teachers have identified the tasks that a social studies teacher must know how to perform? How many allow him the chance to practice, in "micro" form at least, these tasks?

The answers are discouraging. There are still far too many new teachers who are not familiar with the various materials they are most apt to encounter, who are unaware of professional organizations and the help they can provide, who are lacking in specialized training in the use of the social studies laboratory and audio-visual equipment, and who are not equipped for the day-to-day requirements of social studies teaching.

It is clear that not even a "good" methods course will solve all the problems that a young teacher may meet. It is no panacea. However, if the student is prepared in the simple fundamentals, it is more likely that he can really profit from the kind of learning that comes from experience.

Frequently, the methods teacher is unprepared to teach the subject. He may be unacquainted with public school teaching and with social studies. In many colleges, the methods assignment is considered insignificant and lacking in prestige. Too often the person in the social studies department who is qualified to teach the course (i.e., interested, knowledgeable, and aware of the needs of public schools) is not allowed to do so because most methods courses are considered the province of the college education department. If the college student is to receive real assistance in the specific skills involved in social studies teaching, he must work with a teacher who can identify those skills, who is truly interested in teaching such a course, and who is fitted by experience and background to provide him with meaningful guidance. The solution may be found in dual appointments between college and local school districts or State Departments of Education. Social studies education centers (such as the Social Studies Consortium at Boulder) have also proved successful. Students (and future teachers) need specific instruction in the following: (1) how to present inquiry, role-play, simulation, game playing; (2) how to set up an elementary (or secondary) social studies program; (3) how to go about selecting a new textbook; (4) how to supplement a textbook; (5) how to teach culture; and (6) how to use other areas of the curriculum such as history, economics, geography, government, sociology, and anthropology. The methods class should be the cornerstone of teacher preparation in social studies.

## THE SCHOOL ADMINISTRATOR AND THE SOCIAL STUDIES

The first key to successful instruction in the social studies is a high correlation between subject assignment and subject matter preparation. The extent to which this correlation exists is determined by the administrator in his roles as personnel director and schedule builder.

The assigning of teachers to teach in the social studies area, where they are not qualified, has reached critical proportions. Teachers with little or no preparation are not only teaching economics and geography but they are also assigned to such areas as American History and World History. Generally these are assignments for teaching minor or second teaching field. For example, a teacher assigned three civics classes may also be assigned two geography classes for which he has had little preparation. All too often, the personnel assigned to teach social studies are hired as coaches. Three social studies teachers - coaches may be assigned a class in American History and in physical education. Suffice it to say that one qualified person could be assigned to teach the physical education or American History thus increasing the chances that the other two will be assigned in an area of expertise.

It is incumbent upon the administrator to know the exact preparation of the social studies teacher and to place him in teaching assignments for which he is adequately prepared. Although six semester hours meets the minimum state certification requirements, it does not warrant an assignment to teach a discipline, especially when assigned as a second teaching field.

A second concern for the administrator is the area of scholarship. Lack of scholarship does not beget scholarship. Not only the number of hours earned in a subject but also the grades obtained by the teacher should be considered when teaching assignments are made. A properly prepared teacher should possess, therefore, the following background as a minimum to function successfully in the classroom of our public schools:

(1) Courses in each of the disciplines which constitute the social sciences.

(2) Sufficient work in the social studies to insure depth as well as breadth.

(3) A majority of his social science courses on the upper division level of the college or university.

(4) A course in research techniques and skills in one social studies area.

(5) At least nine (9) semester hours credit in the specific subject which he is teaching in a public school.

(6) A recommendation for certification from the teaching field department of the college or university which the prospective teacher is attending.

(7) Courses in learning theories and social studies methods.

(8) A knowledge of and familiarity with current and periodical literature.

(9) Membership in some professional organizations for social studies, e.g., National Council for the Social Studies, Oklahoma Council for Social Studies, National Council for Geographic Education, Joint Council of Economic Education, and the Oklahoma Council on Economic Education, etc.

## SUMMARY

There are a number of other social studies practices and procedures which could be listed. Since those listed above are the most important in terms of effect, they represent the areas generally in need of greatest improvement. Perhaps the most severe indictment of the entire system is that change has occurred slowly even though few insurmountable difficulties actually exist. Minor adjustments in many cases would solve a substantial number of the problems.

Many clear and thoughtful guidelines exist which define in detail what social studies education should be, but they are rarely utilized. Professional literature is replete with information describing what constitutes good social studies education. The greatest need is to implement the good ideas that already exist.

While the projected birth rate is expected to decline during the next decade, in-migration of families due to additional work opportunities will, in all probability, increase. Thus, Oklahoma will tend to have a relatively stable public school enrollment during this time. This, in turn, creates a unique opportunity for Oklahoma to concentrate its efforts on improving the quality of education rather than mere quantity, and to center its maximum efforts on optimizing educational opportunity for all of its children.

Social studies in Oklahoma does not receive the attention that it should from National and State funds. Local funds are never available after math and science -- e.g., the budget for one Science Supervisor is $20,000 a year, and the budget of one Social Studies Supervisor is $4,000 a year.

It is perceived that the overall status of social studies in the State of Oklahoma is slightly below the national average, and without quick, thorough and effectual remedial action, it is felt that social studies can expect ever increasing diminishing returns.

The following attached pages are concerned with the following data concerning social studies in Oklahoma: general core of offerings (scope and sequence suggested for K-12), status of the social studies in Oklahoma, hours required for certificate, subjects offered in the junior and senior high school for the school term 1970-71, number and enrollments in public and non-public schools, yearly reports of class and kind of certificates, and yearly report of type of certificates issued.

GENERAL CORE OF OFFERINGS

SCOPE AND SEQUENCE SUGGESTED FOR K-12

Grade K: Home, School & Community

Grade 1: Social Studies (Home, School & Community)

Grade 2: Social Studies (Home, School & Community)

Grade 3: Geography, Social Studies (Home, School & Community)

Grade 4: Geography, Social Studies (State & Nation)

Grade 5: Geography, American History, Social Studies (Western Lands & Peoples)

Grade 6: Geography, European History, Social Studies (Eastern Lands & Peoples)

Grade 7: Civics, Geography, U.S. History, Social Studies (World Geography)

Junior High School - Grade 7: U.S. History

Grade 8: Civics (Government), U.S. History

Junior High School - Grade 8: U.S. History, Geography, Social Studies

*Grade 9: First Semester: Oklahoma History
Second Semester: United States History to 1865

*Grade 10: United States History Since 1865

Grade 11: World History or World Geography

Grade 12: American Government and Economics

*The generally established pattern is:

5th Grade -- American History

8th Grade -- American History

9th Grade -- Oklahoma History and Civics

10th Grade -- World History

11th Grade -- American History

12th Grade -- Problems of Democracy

## STATUS OF THE SOCIAL STUDIES IN OKLAHOMA

## (FROM SOCIAL STUDIES CURRICULUM GUIDE)

In order to assess more adequately status of social studies offerings in Oklahoma, a sub-committee was appointed to develop a questionnaire and to survey the public schools of the state. The sub-committee consisted of Dr. Homer Knight, chairman, and Mr. Floyd Focht, Miss Myrna Kingston, Mrs. Wylma Lackey, Mr. Emet Walker, and Mr. F. R. Born. A questionnaire concerning the grade placement of social studies content was sent to 500 school districts; 212 elementary schools and 209 secondary schools replied.

### ELEMENTARY SCHOOLS
(Summary of Replies from 212)

Grades 1, 2, 3: 167 schools spend at least one semester studying about the home and the school in grades 1 and 2. 121 schools continue the same topics in the 3rd grade.

Transportation and communication is taught in a few 3rd grades.

Grades 4, 5, 6: 121 schools reported units on transportation and communication.

Almost all schools spend from one week to one semester on units dealing with:

(1) American history; for example, "Heroes of Exploration and Colonization," "Exploration, Colonization, and Founding of the United States," "The Westward Movement," "The Age of Machines," "Inventions and Inventor," and "European Background."

(2) "World Leaders of Modern Times," "Oklahoma History," and "Your City." There are apparently no preferred grades for these topics.

Geography units -- "Regions in Many Lands," "The Americas," "United States and Canada," "Latin America," "Oklahoma," "Europe," and "The Western Hemisphere" -- were in a large majority for grades 4, 5 and 6.

Summary: The returns appear to indicate that all the topics listed for the elementary grades are studied at some time during the six elementary years. Grade levels at which the topics are studied vary from school to school; however, there is a persistent pattern of beginning with the home or school in grade one and expanding the study to include the nation and the world as the student advances in the elementary school. A NUMBER OF REPLIES LISTED NAMES OF READERS AND SCIENCE TEXTS AS THE SOCIAL STUDIES TEXT. It is for this reason that the state committee strongly urges the school administrator to exercise leadership in curriculum development.

TEACHING GUIDE FOR THE SOCIAL STUDIES

SUMMARY OF REPLIES FROM 209 SECONDARY SCHOOLS
(FROM SOCIAL STUDIES CURRICULUM GUIDE)
Number of Schools and Grade Level at Which Courses Are Offered

| Course | Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 7 | 7 or 8 | 8 | 9 | 10 | 11 | 11 or 12 | 12 |
| American History | 14 | 39 | 61 | ** | ** | 129 | 59 | 17 |
| Civics<br>Required --- 122<br>Elective --- 44 | 51 | | ** | 89 | ** | ** | | ** |
| Oklahoma History<br>Required --- 144<br>Elective --- 39 | 38 | | ** | 98 | ** | ** | | ** |
| World History<br>Required --- 14<br>Elective --- 84 | | | ** | ** | 76 | ** | | ** |
| Problems of Democracy<br>Required --- 9<br>Elective --- 52 | | | | ** | ** | ** | 49 | |

**Indicates the subject is offered at these grade levels by a few schools.

Geography is offered in 119 secondary schools. Other social studies offered in a number of schools but not depicted in the table include American Government, Economics, Sociology, Ancient History, Medieval History, Modern History, European HIstory, and Anthropology.

American History is offered at every grade level in grades seven through twelve, although grades eight and eleven predominate. Likewise, Civics and Oklahoma History are offered at every grade level, but with ninth grade predominating.

World History is offered in every grade, eight through twelfth, with tenth grade predominating. Problems of Democracy is offered in every grade, nine through twelve, with eleventh and twelfth grades predominating. The generally established pattern is:

8th grade -- American History

9th grade -- Civics and Oklahoma History

10th grade -- World History

11th grade -- American History

12th grade -- Problems of Democracy

## HOURS REQUIRED FOR CERTIFICATE

| | Stand. | Prov. | Temp. |
|---|---|---|---|
| Elementary | 25 | 18 | 14 |
| Agriculture | | | |
| General | 24 | 18 | 18 |
| Vocational | -- | -- | -- |
| Bookkeeping & Cler. Prac. | 26 | 18 | 18 |
| Business Ed. | 30 | 20 | 18 |
| English | 32 | 20 | 18 |
| Journalism | 24 | 18 | 18 |
| Foreign Language | 24 | 18 | 18 |
| Speech | 24 | 18 | 13 |
| Home Econ. | | | |
| General | 26 | 18 | 18 |
| Vocational | -- | -- | -- |
| H. & P.E. | 30 | 20 | 18 |
| Indus. Arts | 30 | 20 | 18 |
| Art | 36 | 24 | 18 |
| Library Science | 24 | 18 | 18 |
| Math | 28 | 18 | 18 |
| Music (c) | 46 | 30 | 18 |
| Vocal | 40 | 24 | 18 |
| Instrumental | 40 | 24 | 18 |
| Science | 36 | 22 | 18 |
| Soc. Studies | 36 | 22 | 18 |

## PROFESSIONAL EDUCATION

| | Prof. | Gen. | Special. |
|---|---|---|---|
| Elementary--Regular | | | |
| Temporary Certif. | 12 | 40 | 18 |
| Provisional Certif. | 15ST | 50 | 18 |
| Standard Certif. | 21 | 50 | 25 |

SUBJECTS OFFERED IN THE JUNIOR AND SENIOR HIGH SCHOOL
FOR THE SCHOOL TERM 1970-71

| SUBJECT | NUMBER OF SCHOOLS | NUMBER OF TEACHERS | NUMBER OF CLASSES | STUDENTS ENROLLED |
|---|---|---|---|---|
| Social Studies 7 | 337 | 592 | 1,119 | 31,041 |
| Social Studies 8 | 292 | 494 | 979 | 26,959 |
| Oklahoma History & Civics | 403 | 567 | 1,057 | 28,513 |
| Okla. Hist. & American Hist. | 45 | 186 | 574 | 18,012 |
| American History | 433 | 840 | 1,807 | 51,487 |
| World History | 268 | 370 | 679 | 17,318 |
| Latin American History | 3 | 4 | 5 | 133 |
| Economics | 106 | 141 | 219 | 5,141 |
| Government | 121 | 162 | 253 | 7,147 |
| Psychology | 140 | 174 | 286 | 8,025 |
| Cons. of Natural Resources | 10 | 10 | 12 | 260 |
| Sociology | 99 | 117 | 160 | 4,262 |
| International Relations | 18 | 18 | 22 | 504 |
| Problems of Democracy | 180 | 190 | 210 | 4,094 |
| Bible History | 2 | 3 | 11 | 387 |
| Negro History | 8 | 17 | 34 | 1,024 |
| Geography | 158 | 269 | 519 | 13,759 |
| Community History | 1 | 3 | 4 | 59 |
| Ancient & Medival History | 7 | 19 | 32 | 859 |
| English History | 1 | 1 | 1 | 35 |
| European History | 5 | 7 | 7 | 125 |
| Vacations | 24 | 27 | 45 | 1,028 |
| Religion | 1 | 2 | 2 | 62 |
| Civics | 31 | 66 | 180 | 5,173 |
| Modern History | 50 | 57 | 65 | 1,382 |
| Political History | 1 | 1 | 1 | 12 |
| Anthropology | 1 | 1 | 3 | 105 |
| TOTALS | | 4,338 | | 226,906 |

Number of high schools in Oklahoma for 1970-71

483

Number of junior high schools in Oklahoma for 1970-71

343

Number of elementary schools in high school districts

960

Number of rural elementary schools in Oklahoma 1970-71 (dependent elementary schools)

205

ENROLLMENTS IN PUBLIC SCHOOLS

| | |
|---|---|
| TOTAL ENROLLMENT Kindergarten | 32,616 |
| Total Enrollment in Grade 1 | 39,889 |
| Total Enrollment in Grade 2 | 54,881 |
| Total Enrollment in Grade 3 | 48,785 |
| Total Enrollment in Grade 4 | 48,786 |
| Total Enrollment in Grade 5 | 49,638 |
| Total Enrollment in Grade 6 | 47,029 |
| Total Enrollment in Grade 7 | 50,794 |
| Total Enrollment in Grade 8 | 49,548 |
| Total Enrollment in Grade 9 | 51,527 |
| Total Enrollment in Grade 10 | 44,826 |
| Total Enrollment in Grade 11 | 42,557 |
| Total Enrollment in Grade 12 | 38,726 |
| Total Enrollment Special Ed. | 3,085 |
| TOTAL | 602,687 |
| Total of non-public schools | 7,937 |
| | 610,624 |

TOTAL ENROLLMENT OF NON-PUBLIC SCHOOLS ACCREDITED BY THE STATE BOARD OF EDUCATION FOR 1970-71

| | |
|---|---|
| Kindergarten | 79 |
| Grade 1 | 477 |
| Grade 2 | 731 |
| Grade 3 | 821 |
| Grade 4 | 673 |
| Grade 5 | 739 |
| Grade 6 | 723 |
| Grade 7 | 651 |
| Grade 8 | 649 |
| Grade 9 | 463 |
| Grade 10 | 564 |
| Grade 11 | 556 |
| Grade 12 | 811 |
| TOTAL | 7,937 |

FROM: Division of Teacher Education and Certification

SUBJECT: Yearly Report of Certificates Issued Beginning July 1, 1970, through June 30, 1971

I. Class of Certificates Issued

| | Name of College | Professional | Standard | Provisional | Temporary | Total Classes |
|---|---|---|---|---|---|---|
| 1. | University of Oklahoma | 2 | 779 | 98 | 83 | 967 |
| 2. | Oklahoma State University | 0 | 1,017 | 116 | 150 | 1,283 |
| 3. | Central State University | 20 | 935 | 124 | 95 | 1,174 |
| 4. | East Central State College | 3 | 488 | 30 | 46 | 567 |
| 5. | Northwestern State College | 1 | 277 | 19 | 19 | 316 |
| 6. | Northeastern State College | 6 | 1,264 | 145 | 116 | 1,531 |
| 7. | Southeastern State College | 1 | 457 | 72 | 51 | 581 |
| 8. | Southwestern State College | 12 | 495 | 40 | 53 | 600 |
| 9. | Panhandle State College | 0 | 118 | 8 | 2 | 128 |
| 10. | Oklahoma College of Liberal Arts | 0 | 179 | 7 | 11 | 197 |
| 11. | Langston University | 0 | 167 | 7 | 17 | 191 |
| 12. | Benedictine Heights | 0 | 3 | 0 | 0 | 3 |
| 13. | Bethany Nazarene College | 0 | 52 | 27 | 1 | 80 |
| 14. | Oklahoma Baptist University | 0 | 96 | 12 | 4 | 112 |
| 15. | Oklahoma City University | 1 | 140 | 25 | 16 | 182 |
| 16. | Phillips University | 4 | 116 | 24 | 7 | 151 |
| 17. | Tulsa University | 0 | 393 | 59 | 26 | 478 |
| 18. | Oklahoma Christian College | 0 | 46 | 4 | 7 | 57 |
| 19. | Cameron State College | 0 | 143 | 22 | 4 | 169 |
| 20. | Oral Roberts University | 0 | 8 | 1 | 1 | 10 |
| 21. | Out-of-State College | 2 | 589 | 780 | 247 | 1,618 |
| | TOTALS | 52 | 7,760 | 1,621 | 961 | 10,396 |

A. Total of All Classes of Certificates Issued..... 10,396

B. Less Total Renewals Issued..... 3,762
Total New Certificates Issued This Year..... 6,634

FROM: Division of Teacher Education and Certification

SUBJECT: Yearly Report of Certificates Issued Beginning July 1, 1970, through June 30, 1971

II. Kind of Certificates Issued

| | Name of College | Prof. Sch. Service | Elem. School | Elem.-Sec. School | Sec. Sch. | Spec. Cert. |
|---|---|---|---|---|---|---|
| 1. | University of Oklahoma | 291 | 244 | 65 | 340 | 144 |
| 2. | Oklahoma State University | 174 | 317 | 67 | 464 | 367 |
| 3. | Central State University | 103 | 395 | 128 | 419 | 165 |
| 4. | East Central State College | 18 | 242 | 64 | 240 | 34 |
| 5. | Northwestern State College | 15 | 112 | 51 | 147 | 3 |
| 6. | Northeastern State College | 71 | 638 | 178 | 648 | 96 |
| 7. | Southeastern State College | 34 | 253 | 67 | 223 | 34 |
| 8. | Southwestern State College | 37 | 236 | 79 | 251 | 27 |
| 9. | Panhandle State College | 1 | 47 | 18 | 68 | 0 |
| 10. | Oklahoma College of Liberal Arts | 0 | 98 | 15 | 47 | 43 |
| 11. | Langston University | 0 | 92 | 24 | 75 | 3 |
| 12. | Benedictine Heights | 0 | 2 | 0 | 2 | 0 |
| 13. | Bethany Nazarene College | 1 | 43 | 13 | 24 | 0 |
| 14. | Oklahoma Baptist University | 2 | 42 | 18 | 52 | 2 |
| 15. | Oklahoma City University | 2 | 63 | 29 | 85 | 5 |
| 16. | Phillips University | 23 | 61 | 24 | 45 | 11 |
| 17. | Tulsa University | 102 | 119 | 48 | 183 | 57 |
| 18. | Oklahoma Christian College | 1 | 24 | 12 | 21 | 0 |
| 19. | Cameron State College | 0 | 65 | 28 | 75 | 1 |
| 20. | Oral Roberts University | 0 | 4 | 5 | 1 | 0 |
| 21. | Out-of-State College | 189 | 625 | 161 | 629 | 137 |
| | TOTALS | 1,064 | 3,728 | 1,094 | 4,039 | 1,129 |

Total Kinds of Certificates Issued.....11,044

(There may be two kinds of certificates within one class.)

FROM: Division of Teacher Education and Certification

SUBJECT: Yearly Report of Certificates Issued Beginning July 1, 1970, Through June 30, 1971.

III. Type of Certificates Issued

| | Name of College | Administrator | Counselor | Librarian | Psychologist | Psychometrist | Nurse | Elementary | Health & Physical Ed. | Art | Music | Language Arts | Social Studies |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | University of Oklahoma | 207 | 38 | 36 | 3 | 2 | 0 | 245 | 17 | 22 | 26 | 71 | 79 |
| 2. | Oklahoma State University | 130 | 29 | 15 | 1 | 4 | 0 | 317 | 30 | 19 | 18 | 76 | 92 |
| 3. | Central State University | 18 | 57 | 26 | 0 | 2 | 2 | 391 | 84 | 20 | 27 | 104 | 110 |
| 4. | East Central State College | 2 | 16 | 0 | 0 | 0 | 0 | 242 | 46 | 4 | 14 | 52 | 58 |
| 5. | Northwestern State College | 5 | 7 | 3 | 0 | 0 | 0 | 112 | 37 | 1 | 13 | 25 | 39 |
| 6. | Northeastern State College | 21 | 32 | 17 | 0 | 1 | 0 | 38 | 130 | 24 | 25 | 122 | 175 |
| 7. | Southeastern State College | 10 | 22 | 0 | 0 | 1 | 0 | 251 | 42 | 11 | 14 | 32 | 53 |
| 8. | Southwestern State College | 16 | 20 | 0 | 0 | 0 | 0 | 235 | 53 | 12 | 16 | 44 | 64 |
| 9. | Panhandle State College | 0 | 0 | 1 | 0 | 0 | 0 | 47 | 16 | 0 | 3 | 14 | 11 |
| 10. | Oklahoma College of Liberal Arts | 0 | 0 | 0 | 0 | 0 | 0 | 98 | 5 | 5 | 5 | 15 | 5 |
| 11. | Langston University | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 14 | 3 | 7 | 9 | 13 |
| 12. | Benedictine Heights | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| 13. | Bethany Nazarene College | 0 | 0 | 0 | 0 | 0 | 1 | 43 | 4 | 0 | 9 | 5 | 8 |
| 14. | Okla. Baptist University | 1 | 1 | 0 | 0 | 0 | 0 | 42 | 5 | 1 | 12 | 12 | 7 |
| 15. | Okla. City University | 1 | 0 | 0 | 0 | 0 | 1 | 63 | 7 | 3 | 19 | 28 | 23 |
| 16. | Phillips University | 19 | 3 | 0 | 0 | 0 | 0 | 61 | 11 | 1 | 12 | 13 | 13 |
| 17. | Tulsa University | 54 | 44 | 0 | 0 | 4 | 0 | 119 | 18 | 15 | 15 | 53 | 37 |
| 18. | Okla. Christian College | 0 | 1 | 0 | 0 | 0 | 0 | 24 | 12 | 0 | 0 | 5 | 2 |
| 19. | Cameron State College | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 21 | 0 | 7 | 20 | 22 |
| 20. | Oral Roberts Univ. | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 5 | 1 | 0 |
| 21. | Out-of-State College | 118 | 38 | 18 | 1 | 9 | 6 | 625 | 80 | 25 | 58 | 196 | 160 |
| | TOTALS | 602 | 308 | 116 | 5 | 23 | 10 | 3716 | 632 | 166 | 305 | 897 | 971 |